

WREN ELEMENTARY

226 Roper Road
Piedmont, SC 29673

GRADES PK-5 Elementary School

ENROLLMENT 545 Students

PRINCIPAL Mrs. Becky Brady 864-850-5950

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	13	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

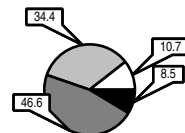
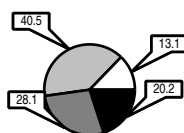
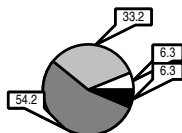
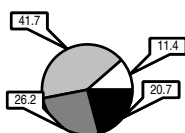
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	284	100.0	6.3	33.2	54.2	6.3	73.1	Yes	Yes
Gender									
Male	156	100.0	7.3	34.0	51.3	7.3	73.3		
Female	128	100.0	5.0	32.2	57.9	5.0	72.7		
Racial/Ethnic Group									
White	258	100.0	5.6	33.2	54.8	6.4	74.4	Yes	Yes
African-American	18	100.0	21.4	28.6	42.9	7.1	57.1	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	247	100.0	4.2	30.3	58.8	6.7	79.0		
Disabled	37	100.0	21.2	54.5	21.2	3.0	30.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	284	100.0	6.3	33.2	54.2	6.3	73.1		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	100.0	6.4	33.0	54.3	6.4	73.4		
Socio-Economic Status									
Subsidized meals	74	100.0	10.9	46.9	39.1	3.1	62.5	Yes	Yes
Full-pay meals	210	100.0	4.8	29.0	58.9	7.2	76.3		

Mathematics - State Performance Objective = 15.5%									
All Students	284	100.0	11.4	41.7	26.2	20.7	62.7	Yes	Yes
Gender									
Male	156	100.0	8.7	38.7	28.0	24.7	66.7		
Female	128	100.0	14.9	45.5	24.0	15.7	57.9		
Racial/Ethnic Group									
White	258	100.0	12.0	41.2	26.0	20.8	62.4	Yes	Yes
African-American	18	100.0	7.1	50.0	35.7	7.1	64.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	247	100.0	8.4	39.1	29.4	23.1	68.9		
Disabled	37	100.0	33.3	60.6	3.0	3.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	284	100.0	11.4	41.7	26.2	20.7	62.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	100.0	11.6	41.9	26.2	20.2	62.5		
Socio-Economic Status									
Subsidized meals	74	100.0	20.3	48.4	23.4	7.8	48.4	Yes	Yes
Full-pay meals	210	100.0	8.7	39.6	27.1	24.6	67.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	92	100.0	2.3	24.1	64.4	9.2	73.6
	Grade 4	95	100.0	4.5	40.9	51.1	3.4	54.5
	Grade 5	106	100.0	16.0	54.0	28.0	2.0	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	85	100.0	3.6	26.2	64.3	6.0	70.2
	Grade 4	94	100.0	4.3	27.7	56.4	11.7	68.1
	Grade 5	105	100.0	13.5	44.2	41.3	1.0	42.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	92	100.0	6.9	42.5	27.6	23.0	50.6
	Grade 4	95	100.0	8.0	40.9	29.5	21.6	51.1
	Grade 5	106	100.0	10.9	42.6	28.7	17.8	46.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	85	100.0	13.1	50.0	28.6	8.3	36.9
	Grade 4	94	100.0	8.5	41.5	18.1	31.9	50.0
	Grade 5	105	100.0	14.4	37.5	29.8	18.3	48.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 545)				
First graders who attended full-day kindergarten	100.0%	N/C	99.0%	100.0%
Retention rate	2.0%	Up from 1.6%	1.9%	2.7%
Attendance rate	97.1%	Up from 96.7%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%		2.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%		2.5%	3.5%
Eligible for gifted and talented	26.0%	Down from 30.5%	26.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.6%	Up from 6.5%	6.6%	8.2%
Older than usual for grade	0.6%	No change	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	54.5%	Down from 58.8%	55.0%	51.4%
Continuing contract teachers	87.9%	Up from 76.5%	88.9%	87.5%
Highly qualified teachers**	96.6%	N/A	96.7%	95.0%
Teachers with emergency or provisional certificates	3.3%		0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 86.1%	88.3%	86.7%
Teacher attendance rate	95.6%	Down from 97.7%	95.5%	94.9%
Average teacher salary	\$42,866	Up 3.1%	\$42,525	\$40,760
Prof. development days/teacher	7.8 days	No change	11.1 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	5.8	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 20.7 to 1	20.6 to 1	18.9 to 1
Prime instructional time	91.9%	Down from 93.7%	91.1%	90.0%
Dollars spent per pupil*	\$6,086	Up 14.5%	\$5,731	\$6,044
Percent of expenditures for teacher salaries*	60.9%	Down from 61.3%	66.1%	65.9%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Wren Elementary School is to provide an academically focused, safe and active learning environment for all students. Wren Elementary has a strong faculty and staff with eight Nationally Board Certified teachers and three in pursuit of this certification. Wren Elementary also has an extremely active PTO; 85% of all parents are members. Parent volunteers logged over 1,500 hours of service in the 2003 - 2004 school year. Wren Elementary has an involved School Improvement Council that meets regularly to discuss and set future goals. Students, staff, and parents have worked extremely hard this year. Our accomplishments include:

Wren Elementary was one of eight finalists in the Carolina First Palmetto's Finest Award program.

Wren Elementary received an Excellent rating on the State of South Carolina Annual School Report Card.

Wren Elementary continues to be a South Carolina School of Promise. This status proves Wren's commitment to being an integral part of the school-community collaborative process.

Wren Elementary received Exemplary Writing for the second time. Students, staff, parents, and community have worked very hard in promoting writing instruction at Wren Elementary.

All third-, fourth-, and fifth-grade students at Wren Elementary participated in a school-wide science fair. Seven of these students went on to place GOLD in the Anderson Oconee Pickens (AOP) Science Fair. Wren Elementary won the overall AOP Science Fair.

Wren Elementary is also one of South Carolina's Honor Schools for Reading.

In conclusion, Wren Elementary School, in cooperation with the School Improvement Council, continually seeks to provide exciting opportunities for students while building a strong foundation in academic excellence.

Clysta Fortner, School Improvement Council Chairperson
Becky C. Brady, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	97	63
Percent satisfied with learning environment	100.0%	94.8%	96.8%
Percent satisfied with social and physical environment	100.0%	96.9%	95.1%
Percent satisfied with home-school relations	100.0%	92.8%	90.0%

*Only students at the highest elementary school grade level at this school and their parents were included.